



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# **School Quality Review Report:**

## ***John Marshall Community High School***

<i>Review date:</i>	<b>December 8-9, 2010</b>
<i>Address:</i>	10101 E. 38 <sup>th</sup> Street Indianapolis, IN 46235
<i>Principal:</i>	Mr. Michael Sullivan
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## Part 1: Information about the School Quality Review

In 1999, the Indiana General Assembly enacted Public Law 221 (P.L. 221), which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary status participate in the School Quality Review from a technical assistance team (TAT).

The goal of the School Quality Review was to identify John Marshall Community High School's strengths and areas for improvement relative to the following three domains: Readiness to Learn, Readiness to Teach, and Readiness to Act. Within the three domains are twelve characteristics of high poverty, high performing schools as determined by Mass Insight Education's review of the research. The domains and the characteristics were converted into rubrics and processes to examine the various aspects of the school through multiple methods.

The actual review consisted of the Technical Assistance Team (TAT) visiting the school for two days. The TAT was comprised of Indiana Department of Education staff and Indiana exceptional educators and community members. During the two days, TAT (1) conducted focus groups of students, teachers, parents, and community partners; (2) visited ten classrooms for a minimum of fifteen minutes each; and (3) interviewed school and district administrators. Prior to the visit, 18 of 41 Marshall teachers completed an online survey- a 45 percent participation rate. The school principal responded to a different online survey with both surveys being aligned to the research of high-performing, high-poverty schools.

This report summarizes the key findings for each of the three domains: Readiness to Learn, Readiness to Teach, and Readiness to Act, provides a narrative of data supporting those key findings, and offers recommendations for school-wide improvement.

## Part 2: The School Context

Location. John Marshall is an Indianapolis Public School (IPS) and is located on the far Eastside of Indianapolis, about 10 miles from downtown.

History. According to the school's official website, John Marshall was the last senior high school built by the district, opening in 1968 on the city's far Eastside. Since then, it has had several identities. After over two decades as a senior high school, in 1987 the school was closed. It re-opened in 1993 as a middle school. The school began conversion from John Marshall Middle School to John Marshall Community High School (JMCHS) fifteen years later, in 2008. One grade has been added each year as part of this conversion. Consequently, the first cohort of new high school graduates will receive diplomas in 2012.

In July of 2010, the Indiana Department of Education selected JMCHS for a School Improvement Grant (SIG). The school was awarded \$1.9 million for the first year of this grant to implement a turnaround improvement model.

Student Demographics. JMCHS currently serves 534 students. The demographic breakdown of the student population is as follows:

- 79 percent black, 10 percent Hispanic, 7 percent white, and 4 percent identified as other. English language learners comprise approximately 7 percent of the entire student population.
- The 2009-2010 free/reduced lunch population was 71 percent, well above the state and national averages of 43 percent and 42.5 percent, respectively.
- The Special Education proportion of students at JMCHS is 27.2 percent, nearly double the 14.4 percent state and 13.6 percent national averages.
- The suspension/expulsion rate is three times that of the state average, with the most recent data indicating a 44.1 percent rate at JMCHS.

The school mobility rate is 82 percent, and according to the principal, JMCHS receives five to seven new students each day. The attendance rate is reported at 95 percent, which is consistent with the state average. Student attendance, however, is cited by the principal as a barrier to raising achievement and progress.

Student Performance. Academic performance data for 2009 and 2010 show improvement, but indicate JMCHS is well below average compared to other Indiana high schools. The ISTEP+ passing percentages at JMCHS for English/Language Arts (ELA) were 19 percent and 27.3 percent for 2009 and 2010, respectively. Comparatively, the 2010 state average pass rate was 73 percent in ELA. Over the same years, in mathematics JMCHS students passed ISTEP+ at 21.9 percentage and 33.3 percentage rates, compared to the state pass rate of 75.2 percent for 2010.

Staff. Administrative staff at JMCHS includes the principal, Mr. Michael Sullivan, who has held this position since July of 2009, and two assistant principals, Ms. Karen Hastings and Mr. Charles Gray. Of the 41 teachers, 35 were new to JMCHS that school year. About one-half of the new teachers were reportedly selected by the principal in July of 2009.

## **Part 3: Main Findings**

### **Overall school performance: Poor**

#### Areas of Strength

- The principal is a strong, charismatic leader with high expectations and an intense focus on school improvement and student achievement.
- The principal has a clear vision for student success: 100 percent prepared and ready for postsecondary education or the workforce. The two assistant principals support his vision.
- The principal is unapologetic about taking the necessary steps for school and student academic improvement. There is some preliminary evidence that the school is establishing conditions for improvement.
- The school facility is clean, inviting, safe, and conducive to learning. Routines are in place to encourage order, positive student behavior choices, and to facilitate learning.
- Teachers and staff care about the students, as indicated by all parties interviewed by the TAT. Relationships between adults and students are generally positive, conducive to student learning and growth.
- The voluntary Extended Day program offers a safe and structured place for student learning and enrichment after the end of the school day.

#### Areas to Improve

- The principal's vision and tactics for JMCHS improvement do not have wholly-shared understanding and buy-in from all staff.
- High expectations, quality of instruction, and rigor are not consistently present in every classroom.
- Students in all classrooms should be actively engaged in instruction, not merely managed.
- Insufficient instructional collaboration exists for peer observation and common planning time. Best practices used by certain teachers are not systematically shared throughout the school.
- Student achievement remains low. Review of scrimmage data shows inconsistent levels of student participation, which may contribute to skewed class results.
- Data is insufficiently used in planning and differentiating instruction at the student level and is not systemically utilized to improve teaching and learning.
- District level staff assignment policies are not fully tailored to promote stability of the current school leadership team at JMCHS.

- School leadership has a limited ability to select the best teaching candidates, as they must select largely from a pool of approved candidates from the school district. District level staff assignment policies should be fully flexible to provide school leaders more flexibility in retaining, recruiting, and selecting highly effective teachers, as identified by student performance data.
- Strategic financial planning has not been a priority to address future funding uncertainty beyond the first-round School Improvement Grant.
- Positive and consistent parental engagement during the school day and beyond has not been secured by JMCHS.
- Valuable instructional time is lost due to absenteeism and by assignment to the Guided Learning Center (GLC), which is largely used for in school suspension and detention.
- Teacher aides are not used effectively in classroom instruction, which was observed to be largely teacher led even with the presence of multiple adults.
- Postsecondary college and career exploration programming is inadequate.

## ***Domain 1: Readiness to Learn: Poor***

### **1.1: Safety, Discipline, and Engagement – Poor**

**The school culture and environment have improved, offering a conducive learning context, but tardiness, absenteeism, and a weak curriculum persist.**

Many of the adults and students indicate the school culture and environment have changed for the better. Securing safety and order within the school was the foremost priority for the principal in his first school year at JMCHS, 2009-2010. The school appeared to be orderly, safe, and clean.

In order to secure order at JMCHS, the principal reported placing the school in a “strangle-hold,” making decisions alone, without site-based development committees. Now that the school is under control, the principal is allowing more building input in decision-making. He reports making decisions with input from classroom observation, suggestions, and leadership team involvement.

New systems have been set in place to ensure positive student behavior at all times within the school, and administration staff and security officers provide supervision and re-direct students as required. While evidence of new school expectations and routines exist, communication to students, parents, and staff is inconsistent. For example, the TAT noted that while the 6-step behavior management system was referenced in writing, no evidence of it was observed during the site visit.

According to various stakeholders, the once highly negative reputation of the school as unsafe is changing, and has been replaced with public misunderstanding about the school's conversion from a middle school to a high school. One parent shared that as a bus driver a few years ago, being assigned to Marshall was a route no one wanted due to poor student behavior and personal safety concerns. Now, this perception has changed and bus drivers are reported to be at greater ease picking up and delivering students to school each day.

Beyond order and safety, parents, students, teachers, and staff acknowledge recent improvements at JMCHS. Students and adults exhibited a positive attitude about student performance gains. Some of the students boasted about recent pre-calculus test scores at JMCHS being high, and one shared that he now considers college a viable possibility in his future.

The TAT School Executive Summary indicates ISTEP+ passing rates in English/Language Arts (ELA) and mathematics have risen from 2009 to 2010. Pass rates in ELA rose from 19 to 27.3 percent, and in math from 21.9 to 33.3 percent. While these gains are notable, it is important to keep in mind they are considerably below state averages for 2010, which are 73 and 75.2 percent, respectively.

JMCHS offers a free Extended Day program for students on an ad hoc or routine basis, to enhance the curriculum and offer enrichment activities. The principal estimates that about 85 percent of the students attend and 75 percent of the teachers are engaged in after-school activities. Students are offered a snack, followed by two sessions. The first is focused on academic work; the second on enrichment clubs that are initiated by student interest and hosted by a teacher. Teachers apply to teach in the program and are compensated according to their hourly rate.

Despite these positive changes, significant challenges remain at JMCHS. For example, disruptive students were observed being sequestered, rather than provided positive behavior supports in order to improve behavior and maximize time spent in class. One parent shared concerns about lost instructional time for detentions and suspensions for small infractions, such as students not having a pencil for class. In fact, students in one class were observed being denied entrance because they had not brought their materials to class. These students were escorted to the GLC which served as an in-school detention. Students sent to the GLC did not appear to have any meaningful work with which to engage. Beyond in-school detention, the principal reported that about 35 percent of students are regularly suspended from school.

Student absenteeism is also a barrier to improvement. The principal estimated that 8-10 percent of the student population is chronically absent, attending school as infrequently as two days per week. In response, a call home initiative was instituted in early October, whereby the attendance secretary calls the home of record for every student who does not show up to school. Students who are repeatedly absent may receive a home visit from school personnel; some receive a visit from a truancy officer. The principal also reported the use of monthly team meetings to explore other strategies to reduce tardiness and absenteeism. However, the efficacy of these efforts to curb absenteeism remains unclear.

For those who regularly attend school, the presence of high-quality instruction, high expectations, and curriculum rigor was inconsistent. Classroom assignments are often multiple

choice and/or worksheet based. Student- centered instruction, an identified pedagogical priority according to the principal, is not evident in many classrooms. Classroom observations showed mixed levels of student engagement. Students did not consistently know and could not explain why they were doing the work assigned in class.

Differentiated learning was not evident during classroom visits. For example, the Title I intervention curriculum was set for scope and sequence, but was not modified according to student needs.

On a similar note, scrimmages (short quizzes developed at the school district level, and given every three weeks) and benchmark assessments (developed by the school district, and administered every nine weeks) could misrepresent student achievement, as absent or not-tested students were excluded from overall averages. Reportedly, a data coach meets with the teachers and explains results as part of a voluntary after-school professional development opportunity for teachers. However, the deliberate translation of test results to adjust instruction at the student level was not observed.

With the exception of a college trip offered to select students who attend the Extended Day program and an internship with Finish Line, evidence of career-based programs are severely lacking. While 185 students are enrolled in Career Pathways, they are not taking full advantage of the program. Some take a computer-based assessment of interests and lifestyle preferences, and a handful of others attend a citywide program on career etiquette. Minimal progress has been made to raise student awareness, aspirations, and goal setting toward personal career and education goals. The school has yet to make deliberate attempts to model the outcome(s) of secondary education and to identify clear career-based learning paths for every student.

## **1.2: Action against Adversity – Poor**

**The way the school directly addresses students’ poverty-driven deficits is minimally present.**

There is some evidence that the principal and assistant principals are aware of the challenges facing the student population, such as the percentages of students not living with their biological parent(s) or those involved with the criminal justice system, as evidenced by involvement with a probation officer. However, this knowledge has yet to be translated into significant steps to address the personal and academic needs of the population, or to link local service providers to the needs of students and families. Furthermore, there was minimal evidence of school-wide efforts to develop students’ skills, behaviors, and values to advocate for themselves.

## **1.3: Close Student-Adult Relationships – Poor**

**The students’ relationships with mentors/teachers are minimally present.**

Communication and outreach to the families of JMCHS students is limited and appears



to be reactive in nature. Outreach to student homes seems to occur predominantly when students are absent or tardy, although some teacher outreach to parents/guardians was cited.

There is little evidence of pervasive, positive and meaningful relationship building with parents and guardians. Direct input to the TAT from parents and guardians was limited, as the scheduled parent meeting yielded one parent and one guardian. Students reported that most parents and guardians are not involved with the school. Moreover, attempts by the school to engage parents and guardians through GED and Zumba classes were reported by the principal as being ineffective and meetings poorly attended.

While JMCHS does have a parent liaison on staff, she is underutilized and unclear about the goals of her work. The TAT noted evidence of a language barrier with Hispanic and Latino students. Reportedly, the parent liaison is in the process of engaging La Plaza as a community partner to support ELL students and their families, but the result of this outreach is yet undetermined.

The school has made some progress in promoting positive connections between students and adults within the school. In addition to observations of classrooms and hallway transitions, the TAT interviewed one group of students and met with several individual students in one-on-one meetings. All of these students were selected by the school leadership. These students reported feeling safe while there, cared for, heard, engaged, and motivated and gave tangible examples for each. During a group interview, they indicated having at least one adult in the school they can turn to and that the teachers really care about them because they stay at the school from year to year and after school to help them. One identified the principal as an uncle he would not want to disappoint; another identified him as a father figure.

## **Summary of *Readiness to Learn***

### Areas of Strength

- The school culture and environment have changed for the better in recent years: safety and order have been established.
- The reputation of the school within the community appears to be improving.
- ISTEP+ passing rates in ELA and mathematics have risen from 2009 to 2010, but remain well below state averages.
- The free Extended Day program for JMCHS students enhances the curriculum, offers enrichment activities, and promotes positive student-adult relationships.
- JMCHS has implemented some strategies to promote positive connections between students and adults in the school.

### Areas to Improve

- Instructional time is lost to high rates of detention, suspension, and absenteeism.
- High- quality instruction, high expectations, curriculum rigor, and student engagement are inconsistent across classrooms.

- Differentiated learning is lacking in most classrooms.
- Student performance data is collected, but underutilized.
- Career-based programs and opportunities are severely lacking.
- JMCHS has made minimal steps to address the personal and academic needs of the population and to link local service providers to the needs of students and families.
- Positive communication, outreach, and engagement of the families of JMCHS students should be addressed, and the parent liaison should be fully utilized.

## ***Domain 2: Readiness to Teach: Poor***

### **2.1: Shared Responsibility for Achievement – Fair**

**School leadership and faculty demonstrate a concern and attentiveness to student achievement; minimal evidence exists that the school district shares adequate responsibility.**

The principal projected a strong sense of accountability for school-wide student achievement. He exhibited a sense of urgency in improving student achievement, as well as a personal and immediate dedication to it. A couple of examples of his “Daily Notes” to teachers shared ideas about how to communicate with students about expected outcomes, indicating what skills and knowledge students would acquire through their lessons. He also suggested ideas for bell ringers, exit tickets, and student-centered approaches to better engage students in classroom lessons.

Most of the faculty interviewed in the focus group indicated they understood and shared the principal’s vision and felt personally accountable for student achievement. For example, a teacher indicated in an impromptu conversation that he was particularly appreciative of the clarity of vision and expectations at the school. However, there is some evidence that this commitment to challenging goals and personalized instruction for all students is not yet universally shared.

Interviews of school district personnel and with the principal suggest that the school district has been focused more on compliance with accountability directives, than genuinely engaged in shared responsibility for student achievement. Specifically, the churning and turnover of administrative staff was noted as undermining the ability of the district to drive accountability and to ensure adequate supports at the school.

## **2.2: Personalization of Instruction – Poor**

**The organization and use of assessment data to improve and personalize instruction is minimally evident.**

The availability of formative and diagnostic assessments at JMCHS is evident, and school-wide data is returned to the school in a timely manner from the district. Teachers and students reported they routinely receive test results the next day. However, this data is not yet adequately utilized by staff and faculty. There is minimal evidence that classroom teachers collect student performance data beyond scrimmage and assessment results. Consequently, the strategic use of data to give feedback to students, to adapt instruction, to involve students in assessment of their work, in student goal setting, and for planning is not yet evident.

While data from assessments is reportedly utilized to determine which students are at or below level, the teacher focus group indicated that with pacing and the number of content standards, there is insufficient time to go back over content, unless the majority of students require it. The only other opportunity to cover content again is during Extended Day, but because it is voluntary for students, it is not adequate to ensure all students have the opportunity to revisit areas with which they continue to struggle.

## **2.3: Professional Teaching Culture – Poor**

**The professional culture at JMCHS is limited.**

The principal and teachers identified a lack of a common teacher planning time and a lack of opportunity to observe one another as major barriers to improving the professional culture at JMCHS. Several teachers in one department, for example, stated that they may meet once a month to talk in their content area, but otherwise, they do not have the “luxury” of time to observe one another or to share in common planning time. While most teachers state they are willing to stay beyond the school day to learn from one another, about a quarter does not participate in the Extended Day Program. Professional collaboration is the exception, rather than the rule.

There was evidence that the principal and his assistant principals conduct classroom observations and analyze learning outcomes, but there is insufficient impact on improved teaching and learning. The leadership team has implemented a rotation schedule by which they observe each classroom for 3-5 minutes. Teachers promptly receive feedback forms, and as needed, meet with the principal within 24 hours of receiving feedback. Observations from walk throughs are disseminated via the principal’s “Daily Notes” to share common concerns for all teachers, such as classroom management issues, student engagement, or bell work.

While the system seems appropriate, some teachers expressed they do not receive routine classroom observation. If these observations are taking place, as described by the principal, this suggests the staff does not view this system as instructional feedback. Additionally, classroom observations showed that the quality of school-wide instruction and student engagement was inconsistent.

There are limited job-embedded professional development opportunities, and those that exist are dictated by the school district; thus they are not sufficiently tailored to the specific instructional needs at JMCHS. Furthermore, the principal shared his concern that these opportunities can detract from consistent and stable classroom instruction due to the need for substitutes. In fact, one administrator stated that substitute teacher days are “lost” days for the student population.

### **Summary of *Readiness to Teach***

#### Areas of Strength

- The principal projects strong accountability for school-wide student achievement. He exhibits a sense of urgency in improving student achievement, as well as a personal and immediate dedication to it.
- Many teachers understand and share the principal’s vision, and feel personally accountable for student achievement.
- Teachers express a personal commitment to accountability.
- The leadership team at the school is attentive to the needs of teachers and willing to find innovative approaches to retain highly- effective teachers.

#### Areas to Improve

- A clear and compelling vision for student achievement is not yet universally shared among all staff.
- The school corporation’s efforts to promote a shared responsibility for student achievement are yet insufficient.
- Student achievement data is not adequately utilized by staff and faculty to strategically improve instruction and learning.
- The school schedule is insufficiently flexible to review content to meet individual student needs.
- Professional collaboration and observation, classroom observation, and job-embedded professional development are insufficient to promote and nurture a professional culture that improves instruction and student learning.

### ***Domain 3: Readiness to Act: Poor***

#### **3.1: Resource Authority – Fair**

**The principal’s freedom in making decisions is present, but limited.**

The principal reports having the support of both the school district and the teachers’ association in selecting teachers. Specifically, he cited the district’s expedited process in handling his requests. Additionally, he was afforded the opportunity to dismiss several teachers in the middle of the fall 2010 semester who were not meeting his expectations. Although the

principal believes he is afforded more flexibility than many of his colleagues, it is important to note that the principal's hiring authority is still limited given that the pool of teachers needed to be approved by the district.

Similarly, as a SIG school, the administrative and teaching staff are somewhat more stable than those in other schools. In IPS, every administrator receives a "pink slip" in mid-December each year. IPS allowed the leadership team and selected teachers to be retained from 2009-2010 to 2010-2011. The principal noted the importance of adult stability for the students.

There was no evidence that the school or district have developed adequate human resource systems. Specifically, there was no evidence that the school district is committed to a long-term strategy for needs-based resourcing to identify teachers most able to effect student growth for JMCHS, although as noted above, some flexibility has been afforded.

### **3.2: Resource Ingenuity – Poor**

**The principal's resourcefulness and ingenuity in developing partnerships are minimally evidenced.**

There are early indications that the principal is trying to develop partnerships that will engender academic improvement. The principal reported he has intentionally reduced the number of community partners from seventeen to seven. His rationale: JMCHS will not have partnerships just for the sake of having partnerships – they must offer an added value to the students. A smaller number of current partnerships were reported: Wal-Mart, PNC, and Finish Line. They send representatives to talk about "the real world," offer internships, host financial literacy workshops, and donate small gift cards to incent attendance during ECAs or snacks for the Extended Day program. However, the true impact of these partnerships is unclear and representatives from these groups did not come to share their perspectives.

The principal is attempting to refocus the aim of partnerships from money to engagement, arguing that students need the active support of the community to send the message that when they leave John Marshall, there will be a community that cares for them. However, the school leadership has not yet considered innovative approaches to seeking supplemental funding, beyond the current first-round School Improvement Grant.

As stated above, TAT members did not meet with representatives from Wal-Mart, PNC, or Finish Line. Rather, during a designated time to meet with community partners, a representative from a local church and a student and her grandmother came to talk with the team. The local church representative indicated a group had discussed initiating a partnership with JMCHS to start a mentoring program in early 2011, which had not been initiated at the time this review was conducted. The student and her grandmother shared information about a self-funded an informal program they started in 2010, "Hearts to Love," a baby store for student mothers and fathers.

There is little evidence that John Marshall parents/guardians and the broader community are actively encouraged to help make decisions and improvements at the school. As referenced

above, parental engagement is low, so feedback about the school and participation in activities and committees is virtually non-existent.

Although the principal stated he is working on the development of external partnerships, the staff is not yet being leveraged to assist or build upon existing networks. Furthermore, the parent liaison is not well-utilized to promote family engagement. Finally, there is no evidence that the school corporation has the structures and strategies in place to maximize external partnerships for the benefit of JMCHS students.

### **3.3: Agility in the Face of Turbulence – Poor**

**The principal's inventiveness and flexibility during conflicts and challenges is minimally present.**

The principal largely has the capacity to drive school improvement. He has set in place structures to ensure order in the school, thereby devoting more time to instructional leadership. He seems to have a good grasp of school improvement strategies and has taken steps to focus the school on underachievement through clearly identified actions.

The principal demonstrates competent stewardship and oversight of the school. He has a clear vision for school improvement, which needs to be thoroughly communicated to ensure full understanding and implementation within the building. His vision is not fully disseminated throughout the school community.

Decisions and plans appear to be made on monitoring and evaluation of data related to student and teacher performance. However, there is little evidence that data is deliberately utilized for long-term strategic planning.

Key faculty members have not been brought in to high-level decision making, although there is some evidence to suggest that the foundation for this is being laid. Given the academic status of the school and the urgency in making change, some top-down decision making may be warranted. However, the sustainability of such reforms may become an issue if there is not enough staff involved in decision-making, implementation, and support.

The Extended Day program, JROTC, the student newspaper and yearbook are all examples of enrichment programming at the school. Aside from these programs, minimal progress has been made in incorporating local projects and special initiatives for students.

The school district does not demonstrate a strong capacity to drive school improvement, and does not exhibit a deep understanding of school improvement needs at JMCHS. Furthermore, there is little evidence to suggest that the school district has afforded complete flexibility and inventiveness within the school. The authority afforded to the principal and leadership team, while reportedly greater than in other schools, are yet insufficient to permit true freedom and flexibility. Notably, human resources decisions are still too closely held by the school district to allow for the school to reach its full potential.

## **Summary of *Readiness to Act***

### Areas of Strength

- The principal has the capacity to drive school improvement.
- The principal has a clear vision for improvement, as well as some elements in place to achieve the vision.
- Decisions and plans are beginning to be based upon monitoring and evaluation, although additional progress is needed.
- The principal reportedly has greater flexibility than his colleagues in selecting teachers from a pool of district-reviewed and approved teachers, and he has the authority to dismiss them when they are not performing.
- JMCHS reportedly receives priority responsiveness from the district.

### Areas to Improve

- Additional faculty members need to be brought in to support strategic planning and communications; pervasive buy-in by teachers and staff must be sought, and the capacity of key faculty must be built upon in order to support improvement efforts.
- The school has yet to make a concerted effort to incorporate special projects and initiatives that are meaningful and engaging to the student population.
- Human resources systems and authority should continue to be shifted from the school district to the school leadership to enhance the recruitment of highly- effective teachers, to offer meaningful professional development specific to the needs of the school, and to allow for innovation in motivating faculty through performance-based compensation and financial and non-financial incentives.
- The school district must commit to a long-term strategy for needs-based resourcing to identify administrators and teachers most able to affect student growth at JMCHS.

## Part 4: Summary of Findings

### John Marshall Community High School

December 8-9, 2010

#### Rating Description

The TAT uses the following rating as the School Quality Rubric. The school is rated on a 1-4 scale in each of the three domains with 4 being the highest.

<b>1</b>	Red	Unacceptable	The school shows no attempt to meet the standard
<b>2</b>	Orange	Poor	The school has made minimal progress towards the standard
<b>3</b>	Yellow	Fair	The school is making progress towards the standard
<b>4</b>	Green	Acceptable	The school meets the standard

The goal is that the school receives a rating of 4 (GREEN) for the school to be considered as performing that element to an acceptable level. The 4 rating indicates the school meets the standard.

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		<b>Finding</b>			
		<b>1-Unacceptable</b> No evidence	<b>2-Poor</b> Minimal evidence	<b>3-Fair</b> Present but limited and/or inconsistent	<b>4-Acceptable</b> Routine and consistent
<b>Domain 1: Readiness to Learn</b>			<b>X</b>		
<b>1.1: Safety, Discipline, Engagement</b>			<b>X</b>		
Is the school culture environment safe and conducive to learning?					
<b>1.1a</b>	Students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning.		<b>X</b>		
<b>1.1b</b>	Classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations.		<b>X</b>		
<b>1.1c</b>	School routines and rules are implemented consistently and communicated clearly to students, parents, and staff.		<b>X</b>		
<b>1.1d</b>	The school has effective measures for promoting good attendance and eliminating truancy and tardiness.		<b>X</b>		
Do students feel secure and inspired to learn?					
<b>1.1e</b>	A robust core program ensures that students develop key learning and personal skills.		<b>X</b>		
<b>1.1f</b>	The school provides a well-rounded curriculum and enrichment activities, adding interest and relevance.		<b>X</b>		
<b>1.1g</b>	Career education and personal goal setting are used to raise student aspirations & motivation.		<b>X</b>		
<b>1.2: Action Against Adversity</b>			<b>X</b>		
Does the school directly address students' poverty-driven challenges?					
<b>1.2a</b>	The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.			<b>X</b>	
<b>1.2b</b>	The school addresses the needs of families so that they can better support student learning.	<b>X</b>			
<b>1.2c</b>	The school develops students' skills, behaviors, and values that enable them to effectively advocate for themselves.		<b>X</b>		
<b>1.3: Close Student-Adult Relationships</b>			<b>X</b>		
Do students have positive and enduring mentor/ teacher relationships?					
<b>1.3a</b>	The school works with parents to build positive relationships and to engage them as partners in their children's learning	<b>X</b>			
<b>1.3b</b>	The school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.			<b>X</b>	

		<b>Finding</b>			
		<b>1-Unacceptable</b> No evidence	<b>2-Poor</b> Minimal evidence	<b>3-Fair</b> Present but limited and/or inconsistent	<b>4-Acceptable</b> Routine and consistent
<b>Domain 2: Readiness to Teach</b>			<b>X</b>		
<b>2.1: Shared Responsibility for Achievement</b>				<b>X</b>	
Does the school have a strong organizational culture, characterized by trust, respect, and mutual responsibility?					
<b>2.1a</b>	The principal ensures that there is a strong accountability for student achievement throughout the school			<b>X</b>	
<b>2.1b</b>	The staff feels deep accountability and a missionary zeal for student achievement.			<b>X</b>	
<b>2.1c</b>	A shared commitment to a vision of the school which includes challenging goals for all students		<b>X</b>		
<b>2.1d</b>	The school corporation drives the accountability agenda.		<b>X</b>		
<b>2.2: Personalization of Instruction</b>			<b>X</b>		
Are diagnostic assessments used frequently and accurately to inform?					
<b>2.2a</b>	The school utilizes a coherent system to provide detailed tracking and analysis of assessment results.		<b>X</b>		
<b>2.2b</b>	Teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.		<b>X</b>		
<b>2.2c</b>	Teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.		<b>X</b>		
<b>2.2d</b>	The schedule is used flexibly to ensure that individual student needs are met effectively.		<b>X</b>		
<b>2.2e</b>	The overall impact of planning, instruction and assessment leads to effective student learning.	<b>X</b>			
<b>2.3: Professional Teaching Culture</b>			<b>X</b>		
Does the professional culture promote faculty and staff participation?					
<b>2.3a</b>	The faculty works together, incessantly and naturally to help each other improve their practice.		<b>X</b>		
<b>2.3b</b>	The principal uses classroom observation and the analysis of learning outcomes to improve teaching and learning.		<b>X</b>		
<b>2.3c</b>	Professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.	<b>X</b>			

		<b>Finding</b>			
		<b>1-Unacceptable</b> No evidence	<b>2-Poor</b> Minimal evidence	<b>3-Fair</b> Present but limited and/or inconsistent	<b>4-Acceptable</b> Routine and consistent
<b>Domain 3: Readiness to Act</b>			<b>X</b>		
<b>3.1: Resource Authority</b>				<b>X</b>	
Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money, and program?					
<b>3.1a</b>	The principal has the authority to select and assign staff to positions in the school without regard to seniority.			<b>X</b>	
<b>3.1b</b>	The school has developed adequate human resource systems.		<b>X</b>		
<b>3.1c</b>	The principal has the authority to implement controversial yet innovative practices.			<b>X</b>	
<b>3.1d</b>	The school corporation enables the principal to have the freedom to make decisions.			<b>X</b>	
<b>3.1e</b>	The school corporation directs resources, including staffing, to schools differentiated on the basis of need.		<b>X</b>		
<b>3.2: Resource Ingenuity</b>			<b>X</b>		
Is the principal adept at securing additional resources and leveraging					
<b>3.2a</b>	External partnerships have been strategically developed to engender academic improvement.		<b>X</b>		
<b>3.2b</b>	The community is encouraged to participate in the decision making and improvement work of the school	<b>X</b>			
<b>3.2c</b>	The principal promotes resourcefulness and ingenuity in order to meet student needs.		<b>X</b>		
<b>3.2d</b>	School corporation has district-wide structures and strategies to maximize external resources.		<b>X</b>		
<b>3.3: Agility in the Face of Turbulence</b>			<b>X</b>		
Is the principal flexible and inventive in responding to conflicts and challenges?					
<b>3.3a</b>	The principal has the capacity to ensure school improvement.			<b>X</b>	
<b>3.3b</b>	The principal provides competent stewardship and oversight of the school.			<b>X</b>	
<b>3.3c</b>	Decisions are made & plans developed on basis of rigorous monitoring and evaluation.			<b>X</b>	
<b>3.3d</b>	Key faculty members have the capacity to support the work that is needed.		<b>X</b>		
<b>3.3e</b>	Principal reshapes and incorporates local projects & initiatives to meet students' needs.		<b>X</b>		
<b>3.3f</b>	The school corporation has the capacity to drive school improvement initiatives.	<b>X</b>			
<b>3.3g</b>	The school corporation supports and enables flexibility and inventiveness within the school.		<b>X</b>		

## Part 5: Recommendations

The TAT offers the following recommendations based on its review of documents, interviews, school and classroom observations, and meetings with focus groups.

- Fully institutionalize the principal's vision for JMCHS improvement to promote a wholly-shared understanding and buy-in from all staff.
- While expectations for students are high among the leadership team and some teachers, the level of expectations for students, the quality of instruction, and the level of academic rigor are not yet consistently high throughout the school. Ensure that high expectations, high-quality instruction, and academic rigor are present in every classroom.
- While the leadership team seems aware of challenges with student engagement in classrooms and has offered suggestions for student-centered instruction, students in some classrooms did not appear to be actively engaged. In fact, compliance was often more evident than engagement. Identify and implement additional strategies to meaningfully engage students in daily instruction.
- School leadership and teachers admit insufficient instructional collaboration exists for colleague observation and common planning time. Build time into the schedule to allow for these and other professional collaboration opportunities. Furthermore, identify and share best practices in quality instruction that are demonstrated by certain teachers in the school.
- Continue to address underachievement in all subjects by ensuring more students participate in scrimmages and assessments, creating opportunities for cross-curricula approaches through teacher collaboration and project-based activities, providing detailed feedback to students on how they can improve their work, and helping students to identify clear, measureable academic goals.
- Continue to improve the quality of learning and teaching by systematically utilizing data, particularly in planning and differentiating instruction based on students' needs.
- The school leadership has limited ability to select the best teaching candidates, as they must select largely from a pool of approved candidates from the school district. Tailor district-level staff assignment policies further, to allow JMCHS leaders greater flexibility in retaining, recruiting, and selecting highly effective teachers, as identified by student achievement data.
- Utilize sound financial planning to address future funding uncertainty, especially after the expiration of SIG.
- Identify and implement innovative approaches to positive parental engagement during the school day and beyond. While communication and visits to the homes of students who are tardy and absent is necessary, these are

reactive interactions. Identify and collaboratively offer workshops that are of interest and needed within the community, and encourage volunteer opportunities at practicable times for the community.

- Valuable instructional time is lost to absenteeism and by assignment to the GLC, which is used for in-school detention. Continue with existing efforts to reduce absenteeism, particularly with those who are chronically absent. Identify disincentives for assignment to the GLC and offer meaningful academic activities for students when they are assigned there.
- Teacher aides are not consistently used effectively in classroom instruction. Due to the urgency about raising academic achievement, every adult on staff at JMCHS should be used effectively to optimize student outcomes.
- Postsecondary college and career exploration programming is insufficient. Strategic opportunities should be developed to connect students' desires for their future with practical steps necessary for students to reach their career and educational goals. Leverage JMCHS staff's community networks for the benefit of the students.